Career & College Ready
MICHIGAN

Personalized Learning – Flexible systems for teaching and learning opportunities to support all students

State Board of Education Meeting
May 12, 2015

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"Any Time, Any Place, Any Way, Any Pace" (Snyder, 2011)

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Personalized Learning

Intentional Instruction and Integration

Competency-Based Education

Flexible Learning Options

Multi-Tiered Systems of Support

Components

Personalized Learning

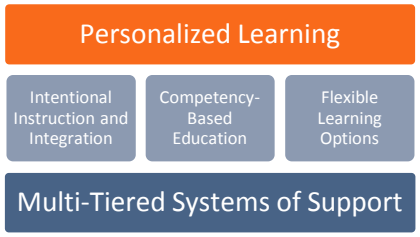
- Choice
- Context
- Pacing
- Relevance
- Proficiency

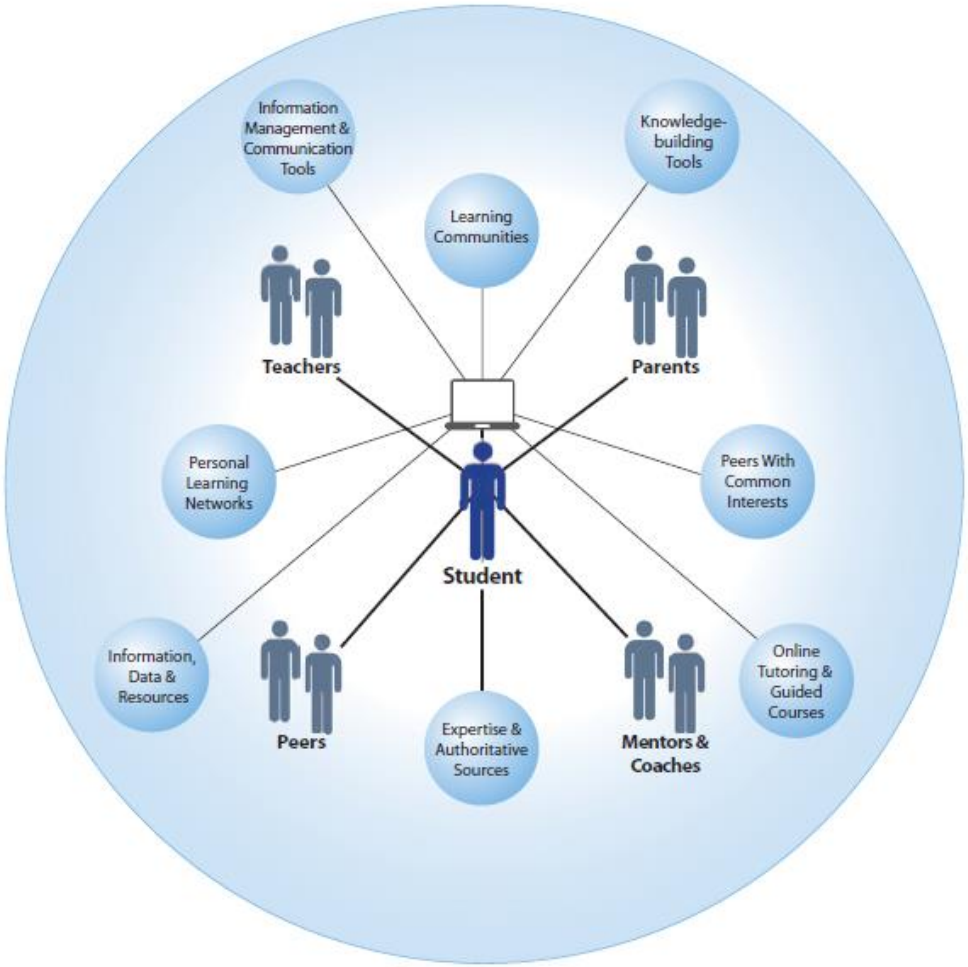
Personalized Teaching

- Collaboration
- Flexibility
- Student ownership
- Facilitation

Educational Technology

- Access
- Customization
- Engagement
- Data use





Personalized Learning

- Choice
- Context
- Pacing
- Relevance
- Proficiency

Showcasing Michigan Examples

CONNECT:
Making Learning Personal
Reports from the Field by the League of Innovators

Innovative Schools in Michigan

edited by Stephen F. Page

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Personalized Learning Vignette Webinars

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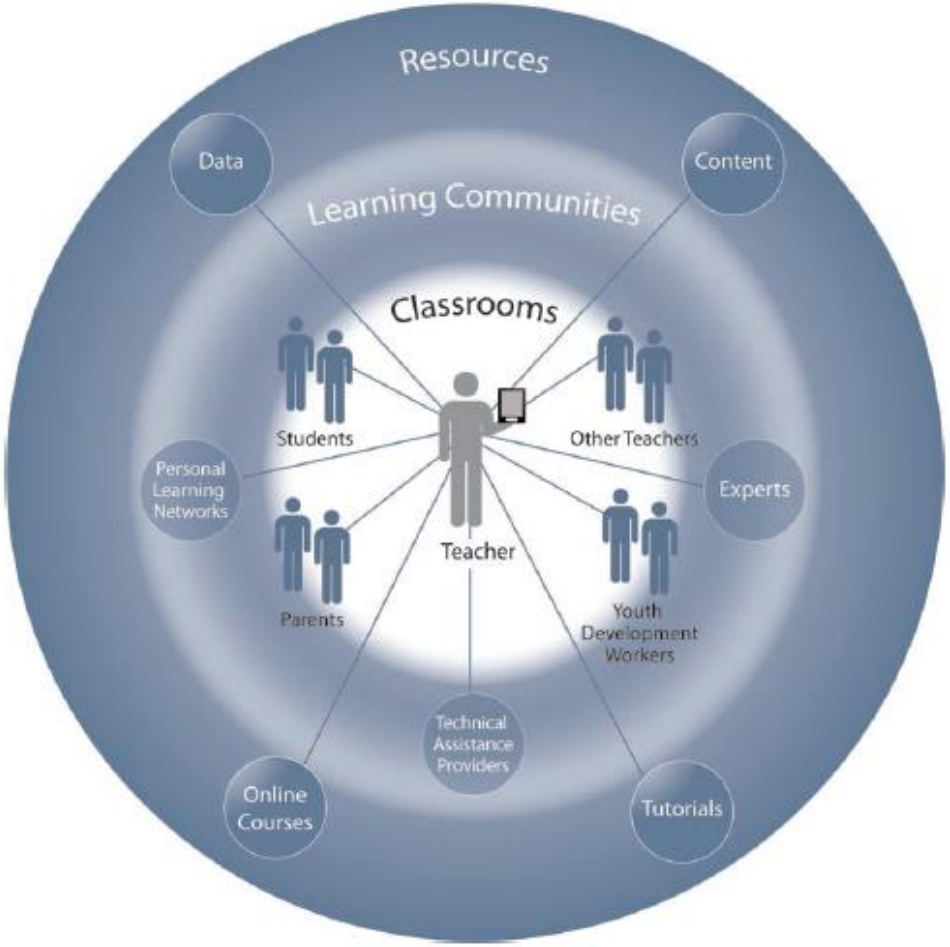
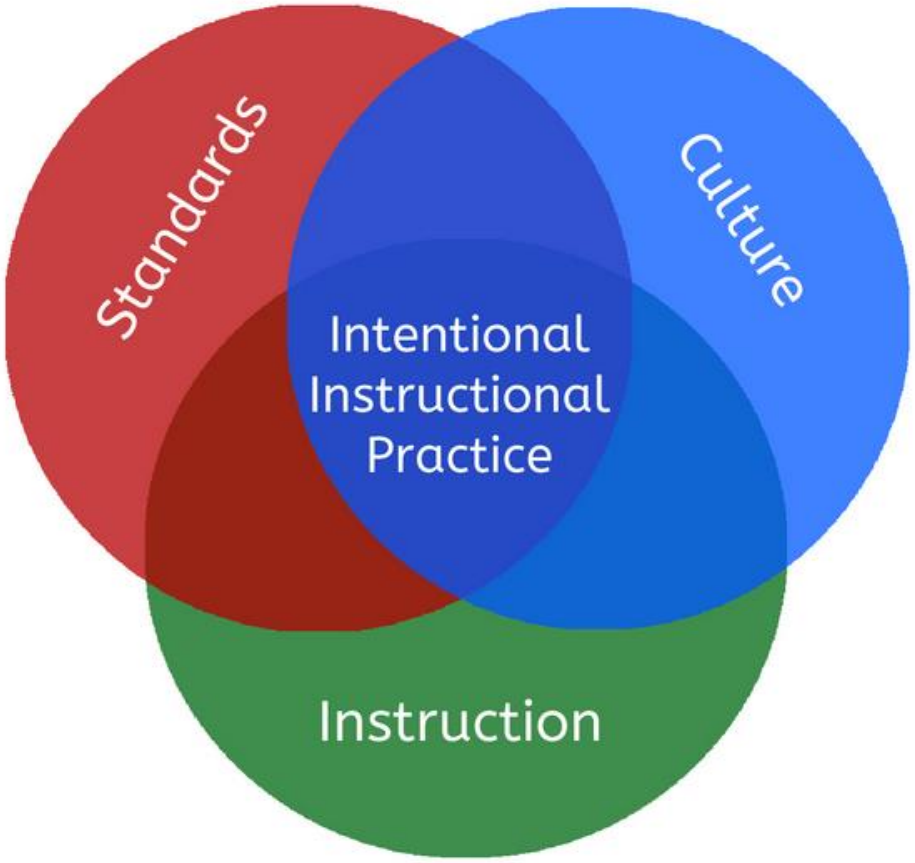


Personalized Teaching

- Collaboration
- Flexibility
- Student ownership
- Facilitation

When Standards, Instruction, and Culture intersect we'll see...

Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics



Lessons that Address Appropriate Grade Level Standards and Include Content Relevant to Student Lives

Teaching that is Engaging, Culturally Responsive, and Provides for Experiential Learning

Personalized Learning

Intentional Instruction and Integration | Competency-Based Education | Flexible Learning Options

Multi-Tiered Systems of Support

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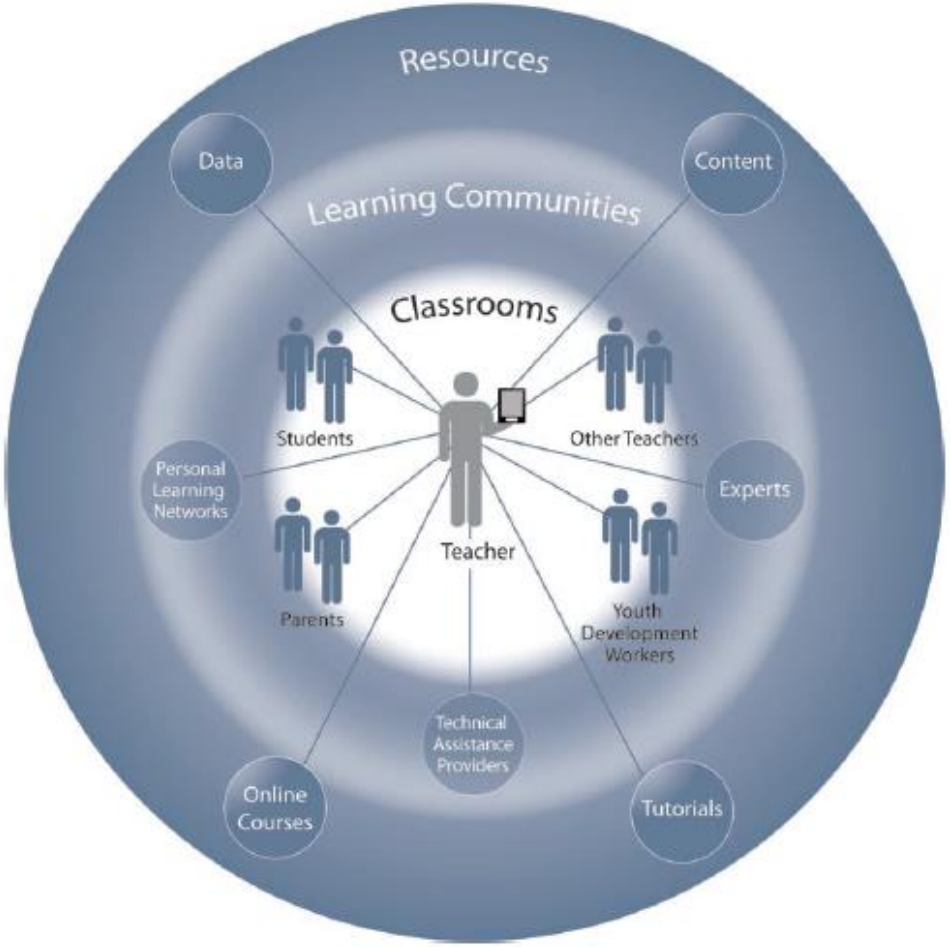


Educational Technology

- Access
- Customization
- Engagement
- Data use

Michigan

DIGITAL LEARNING
STATE SNAPSHOT

Michigan Virtual School, the state virtual school, served over **21,944 course enrollments** in SY 2013–14.

Public Act 196 (2014) continued Michigan's student choice program allowing students grades 6–12 to take up to two online courses per academic term without district approval.

Nine fully online schools, or cyber charter schools, are operating in SY 2014–15. **Seven cyber schools served 6,737 student enrollments** in SY 2013–14.

Availability of online learning options

SUPPLEMENTAL			FULLY ONLINE		
K-5 (ES)	6-8 (MS)	9-12 (HS)	K-5 (ES)	6-8 (MS)	9-12 (HS)
NONE	SOME	MOST	SOME	SOME	SOME

Availability of info: **Great** / Good / Fair / Poor / Minimal

Does this state have…

	Y	N
Student choice for publicly funded fully online schools?	●	
Student choice for publicly funded supplemental online courses?	●	
SVS or another publicly funded option for private / homeschool students?		●
Prior public school attendance requirement for online schools?		●
Online caps by class, school, district, or statewide?	●	
PD requirement for online teachers?		●
State approval process for online providers?		●
State approval process for online courses?		●
Online learning requirement for students?	●	
End-of-course exams?		●
Separate state reporting of online course enrollments?	●	

- *Students in grades 6–12 may take two online courses per academic term without district approval.*
- *SB619 (2012) limits the number of cyber charters and their enrollments.*
- *MI was the first state to require an online course or learning experience to graduate high school.*
- *Districts reported 185,000 "virtual learning" enrollments in SY 2012–13.*

Online Course Quality

- Participating in Quality Matters training to bring common language and iNACOL course quality standards to online courses in Michigan.

- Monitoring course quality, participation and completion rates for online courses.

Course: Algebra 2A
Course Quality Indicators

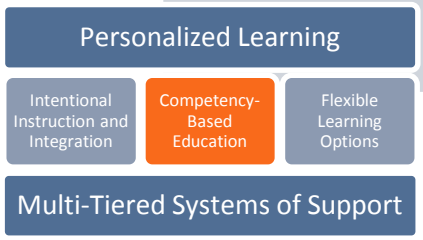
iNACOL Online Course Quality Standards (52)	● = Fully Met (48)	◒ = Partially Met (4)	○ = Not Met (0)
Content (13)	13	0	0
Instructional Design (11)	8	3	0
Student Assessment (7)	7	0	0
Technology (11)	10	1	0
Course Evaluation and Support (10)	10	0	0

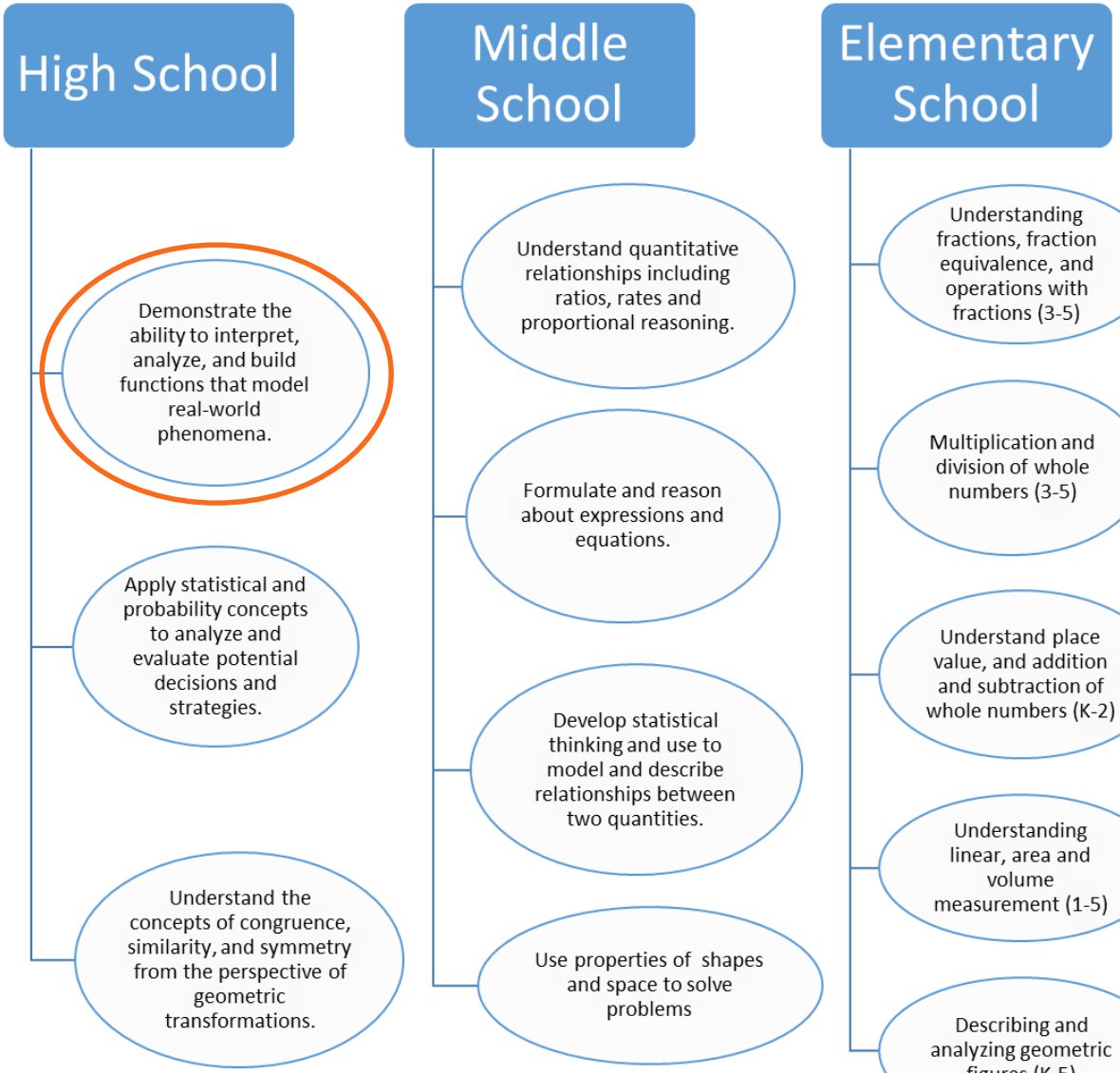
Review Conducted By : Michigan Virtual School
Date of Review : 02/03/2014
Notes :

Participation and Completion Rates

School Year	Enrollment Count	Pass Count	Completion Rate	Notes
13-14	134	92	68.7%	Enrollment data include all enrollments (21f and non-21f) for the Spring and Summer 2013-14 school year.

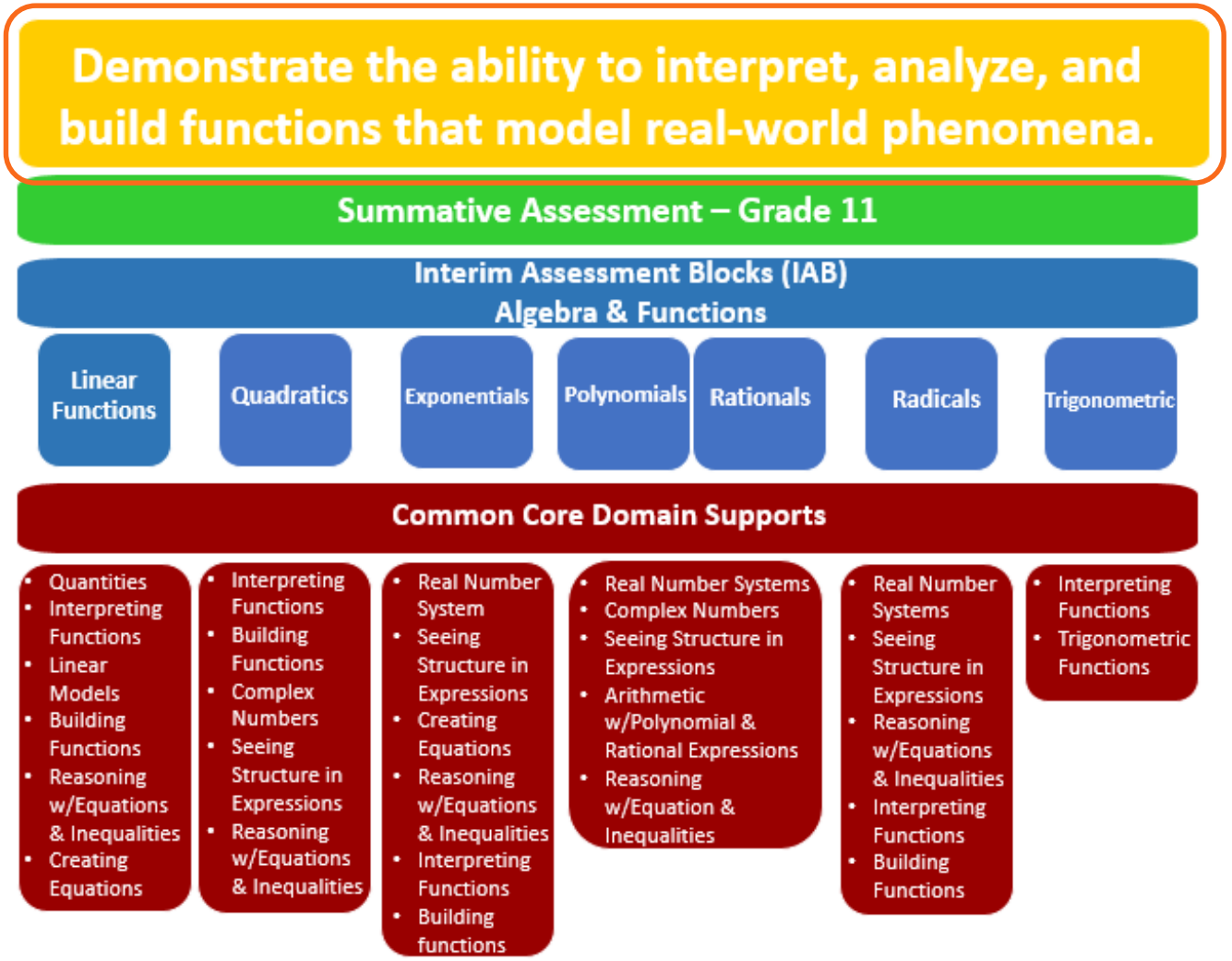
Traditional Systems	Competency-Based Systems
Credit based on participation and seat time	Credit based on proficiency in content standards
Content pacing dependent on lesson delivery by teacher	Content pacing variable based on individual student mastery
Reporting based on marking periods or courses	Reporting based on learning targets or competencies
Assessments measure what students know	Assessments measure what students know and can do
Content is delivered and assessed in classrooms	Content is delivered and assessed through multiple pathways including out of school activities




High School
Demonstrate the ability to interpret, analyze, and build functions that model real-world phenomena.
Apply statistical and probability concepts to analyze and evaluate potential decisions and strategies.
Understand the concepts of congruence, similarity, and symmetry from the perspective of geometric transformations.
Middle School
Understand quantitative relationships including ratios, rates and proportional reasoning.
Formulate and reason about expressions and equations.
Develop statistical thinking and use to model and describe relationships between two quantities.
Use properties of shapes and space to solve problems
Elementary School
Understanding fractions, fraction equivalence, and operations with fractions (3-5)
Multiplication and division of whole numbers (3-5)
Understand place value, and addition and subtraction of whole numbers (K-2)
Understanding linear, area and volume measurement (1-5)
Describing and analyzing geometric figures (K-5)

13

Mathematics Learning Progression Example



MDE is the **only** state department **actively** looking at ways to support **open badges** as an alternative to traditional modes of reporting.

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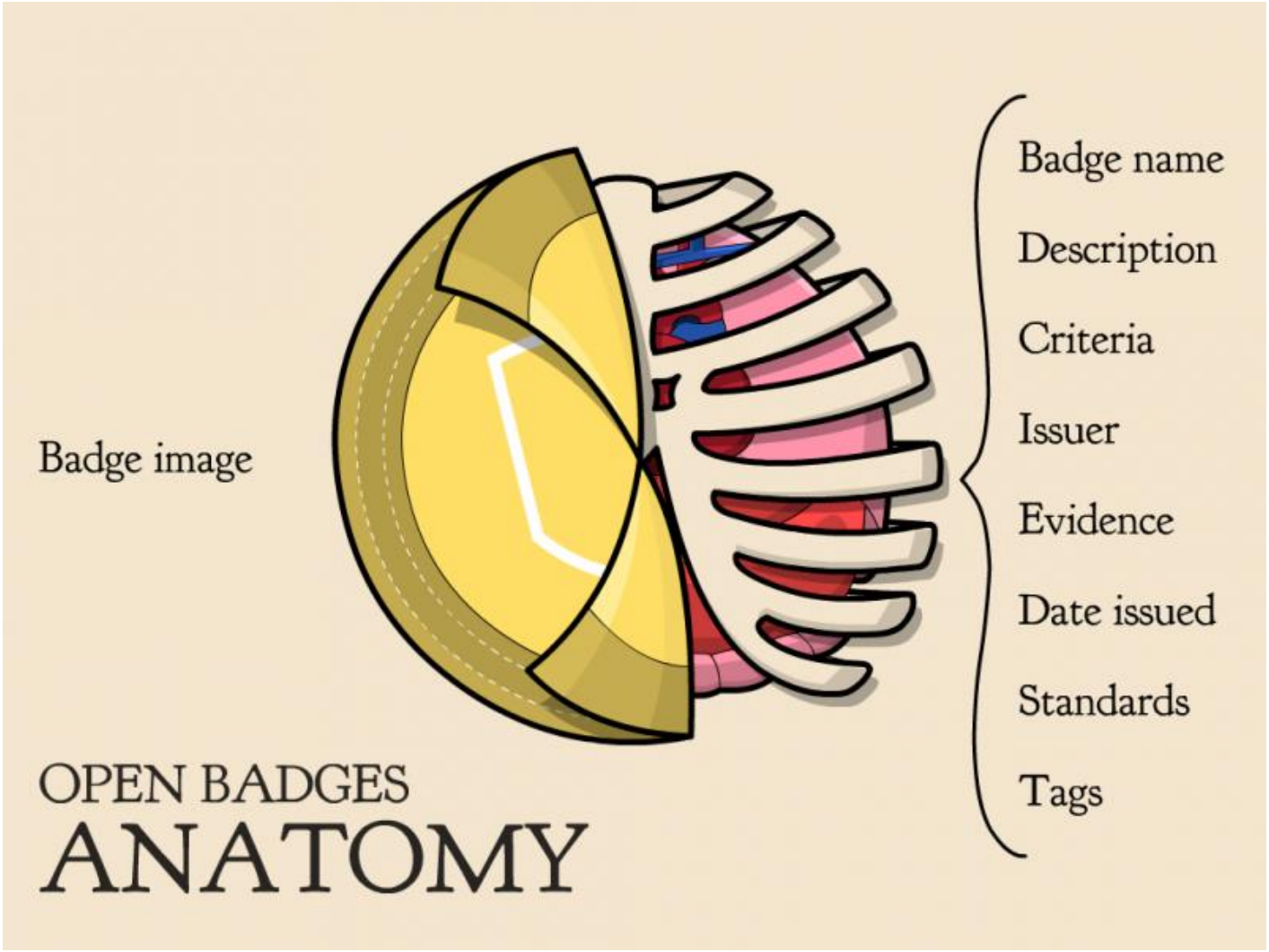
What is an open badge?

Open Badges are:

- **Free and Open**
- **Transferable**
- **Stackable**
- **Evidence-based**


Badge image
Badge name
Description
Criteria
Issuer
Evidence
Date issued
Standards
Tags
OPEN BADGES
ANATOMY

Be SUMMER smart

FIRST®

MiBadges
BROUGHT TO YOU BY TRIG BETA

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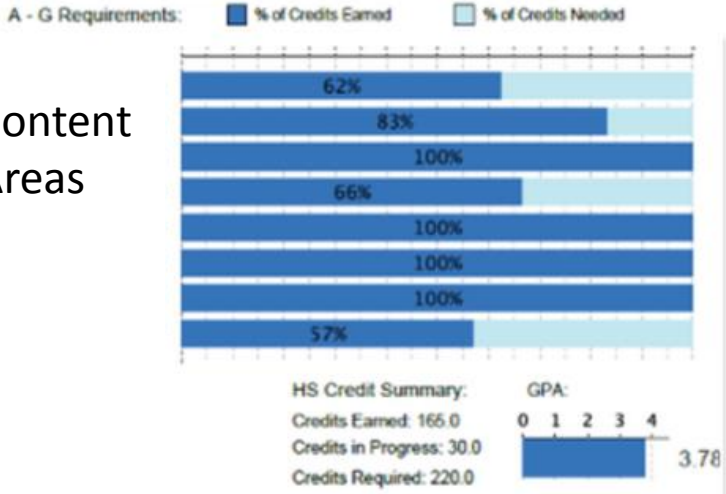
Reach My Goals: Am I On Track for Career and College Readiness?

Student Name
School Name
Current Grade Level

Content Areas

High School Completion



HS Credit Summary:
Credits Earned: 166.0
Credits in Progress: 30.0
Credits Required: 220.0

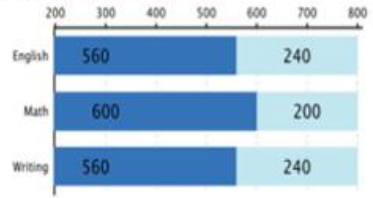
College Readiness

Early Acceptance Program (EAP) for CSU

Math: **No Data** English: **College Ready**

The EAP indicates if you are ready for college-level coursework in English and math at the end of your junior year of HS, according to CSU. Data is taken from the STAR ELA/Math results.

SAT Results (Maximum Score

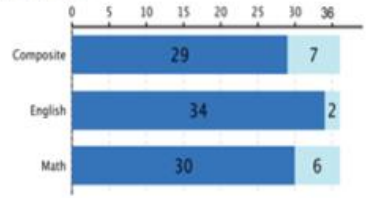


Based on SAT You are On Track For:
Reading: 560-CSU Ready
Math: 600-CSU Ready
Writing: 560-No Suggestions

SAT Avg Median Score*		
English	Ivy:	720
	Top U:	715
	UC:	570
	CSU:	485
Math	Ivy:	740
	Top U:	730
	UC:	620
	CSU:	505
Writing	Ivy:	740
	Top U:	710
	UC:	585
	CSU:	n/a

Source: National Center for Educational

ACT Results:



ACT Avg Median Score*		
Comp	Ivy/Top U:	33
	UC:	26
	CSU:	22
English	Ivy:	33
	Top U:	33
	UC:	25
	CSU:	21
Math	Ivy:	34
	Top U:	33
	UC:	25
	CSU: 20	20

NOTE: This report does not exist yet. It is a prototype.

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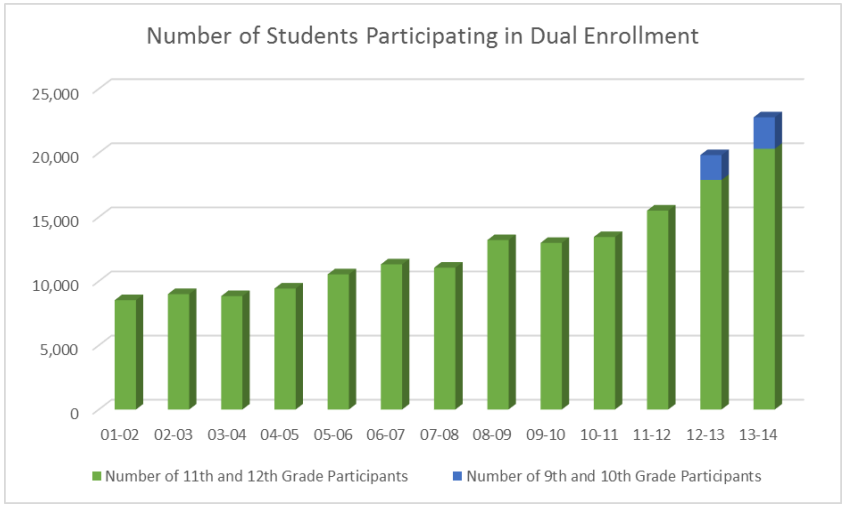
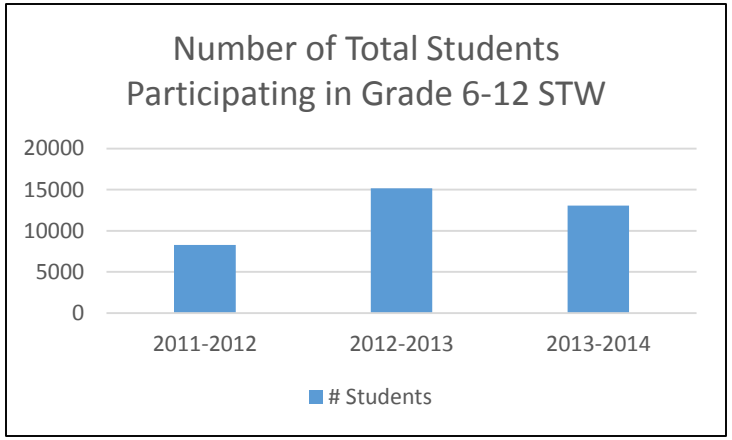
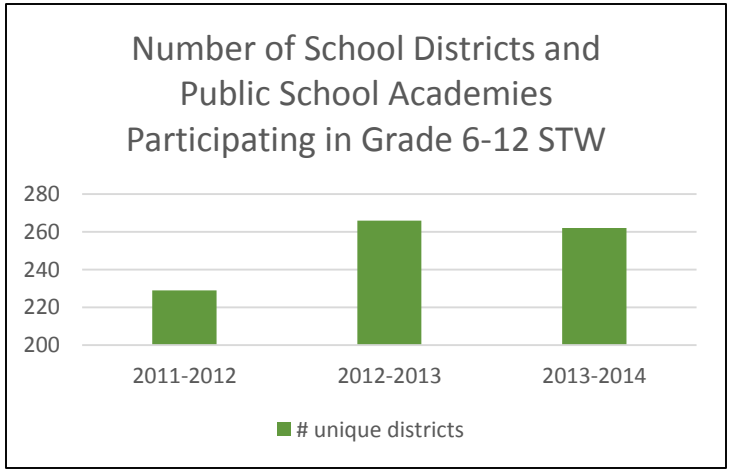
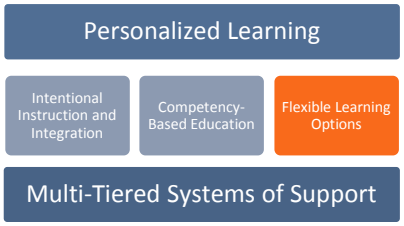
Flexible Learning Options







Personal Curriculum		
School Year	Total PCs	LEAs with PC Use
2010-2011	3,884	113 (13.1%)
2011-2012	4,140	126 (14.5%)
2012-2013	4,509	136 (15.3%)
2013-2014	4,994	174 (19.1%)



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MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

ESSENTIAL ELEMENTS WITHIN ELEMENT CLUSTER AREAS

INSTRUCTION AND INTERVENTION
- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

PROBLEM SOLVING
- Collaborative problem solving model

DATA/ASSESSMENT
- Monitor progress
- Data based decision making
- Use assessments for three purposes

STAKEHOLDER ENGAGEMENT
- Engage parents and community

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES
- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity

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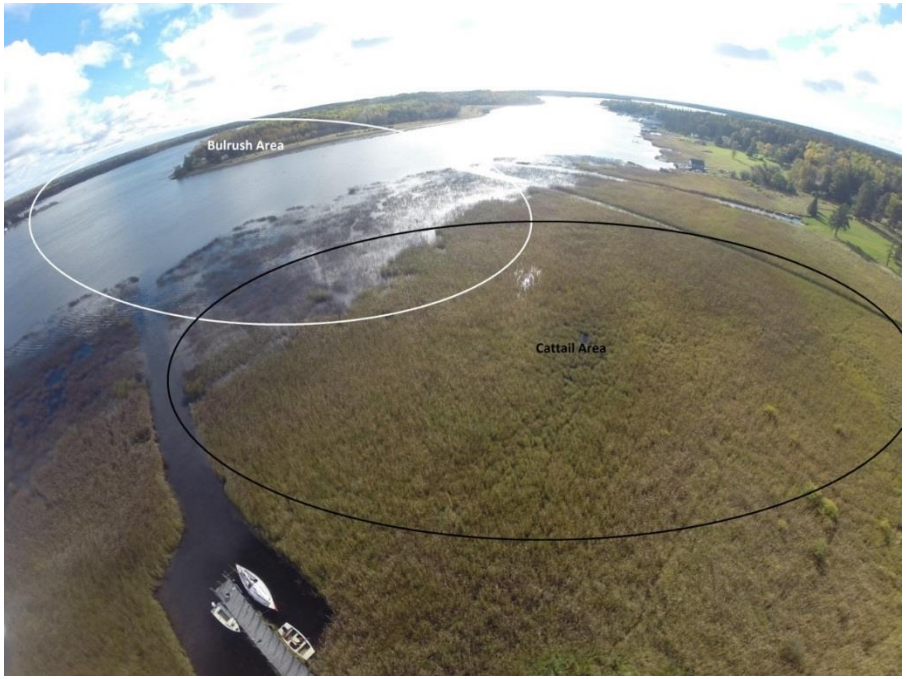
An Example – Cedarville high School STEM Class



Contact Information

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